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## ASSIGNMENT BOOKLET 4A

Grade One Thematic  
Module 4A: Days 1 to 9

## Home Instructor's Comments and Questions

## FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Home Instructor's Signature

FOR HOME INSTRUCTOR USE  
(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name	Address		Postal Code
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*Please verify that preprinted label is for  
correct course and module.*

Additional Information:

## Teacher's Comments

Teacher's Signature

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When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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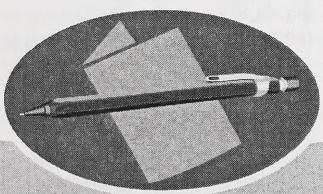
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# **Grade One Thematic**

## **Module 4**

**The Wonderful World  
of Animals**

**ASSIGNMENT BOOKLET 4A**



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Module 4A: The Wonderful World of Animals  
Assignment Booklet 4A  
Learning Technologies Branch  
ISBN 0-7741-2339-7

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Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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# Grade One Thematic Assignment Booklet 4A

## Learning tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

## Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student  
will appear like this.

Text for you  
will appear like this.

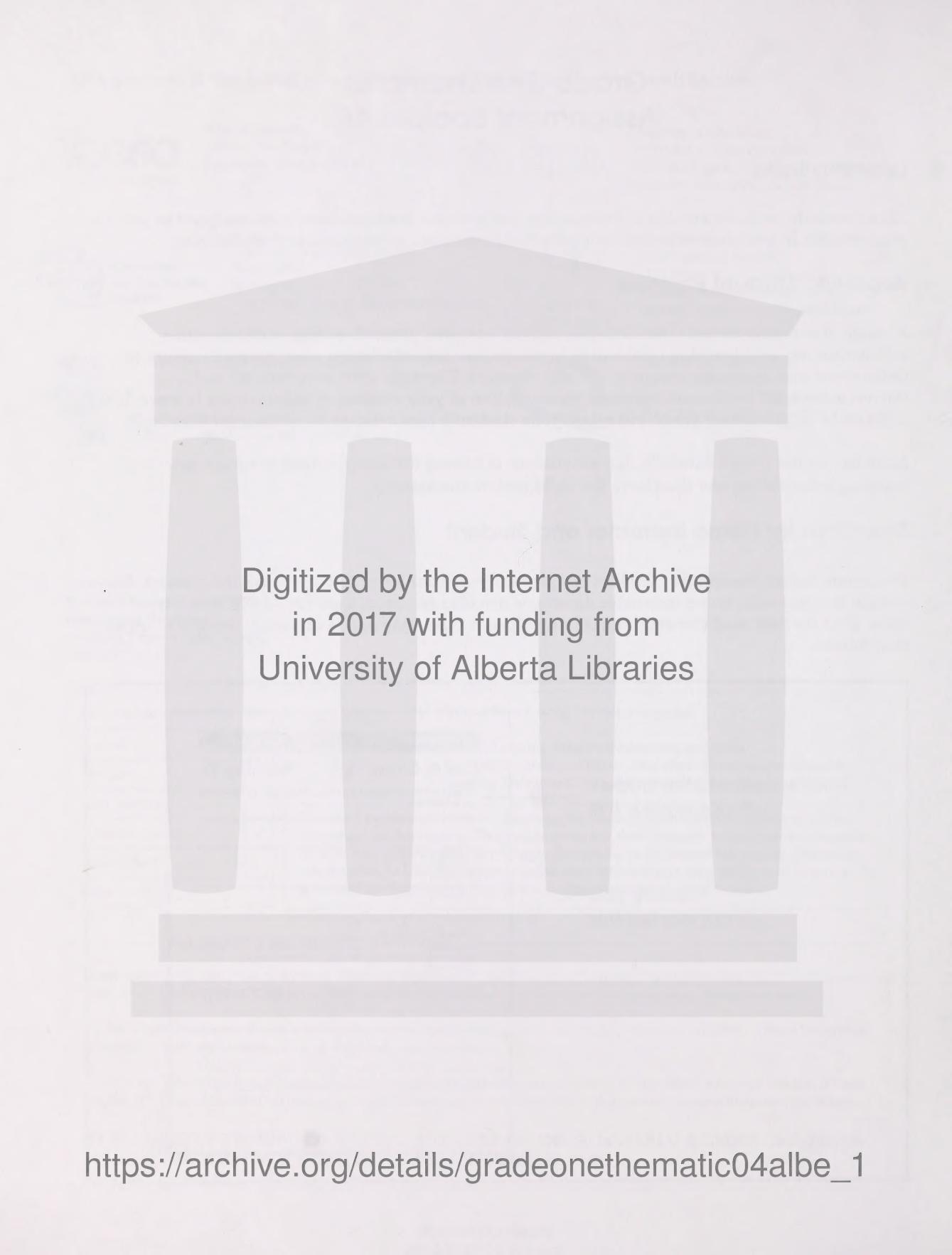
Grade One Thematic Assignment Booklet 1A

**Day 6: Choice 1 Printing Tt**

Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

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# Day 1 Printing Animal Names

Look for the names of seven animals in the poem "One Day" from today's Phonics and Printing. Print them on the lines below.

Have your student sound out the words. Then, encourage looking back in the poem to check the spelling of each name.

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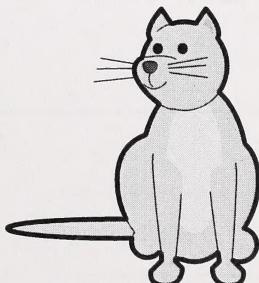
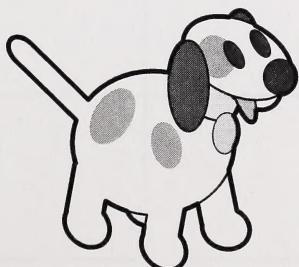
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## Day 2

## Printing with Super e

Copy the words on the lines below each pair of words. Draw a picture of the **super e** word.

Encourage your student to sound out each word and print it neatly in the space provided.

cap

cape

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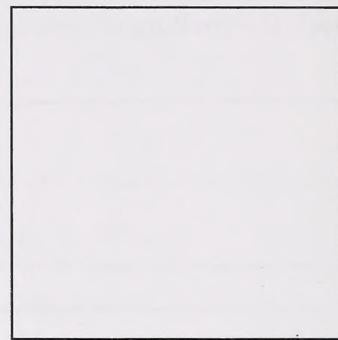
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tap

tape

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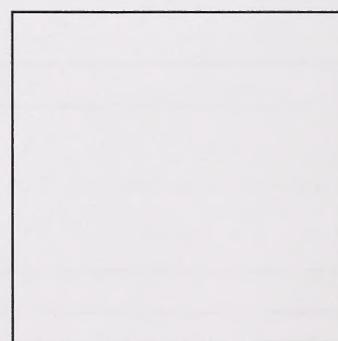
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man

mane

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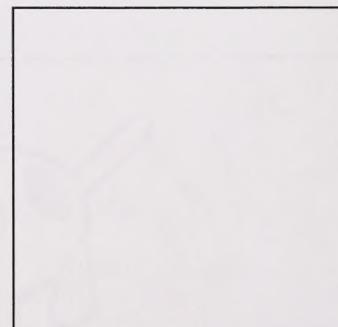
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**Day 3****Spelling Pre-Test**

Print one spelling word on each line below.

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## Day 3

## Spelling Rhymes

Think of words that rhyme with **make** and **go**. Print them neatly in the spaces given. Notice that words that rhyme with **go** may end with **oe** (toe) or **ow** (show). Two examples have been done for you.

make

go

lake

hoe

# Day 3

# Learning Log

## Home Instructor's Comments

What do you observe about your student's approach to learning phonics and spelling? Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses short vowel sounds
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses beginning consonant sounds
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses ending consonant sounds
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• understands how the <b>super e</b> works
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• understands that <b>ai</b> and <b>ay</b> make a long "a" sound
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• spells phonetically (constructed spelling)
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• refers to charts or <i>Collections Writing Dictionary</i>
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• feels proud to add words to Word Bank

Use this space for questions or comments about your student's development.

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## Student's Thoughts

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**Day 5****Mothers and Babies**

Draw different-coloured lines to connect the adult animals on the left with the baby animals on the right.

horse

puppy

cow

duckling

dog

kitten

cat

colt

duck

calf

chicken

kid

sheep

lamb

pig

chick

goat

piglet

# Day 6

# Busy Day

Turn to the poem at the top of page 169 in *Level A: Modern Curriculum Press Phonics*. Print the poem on the lines provided below.

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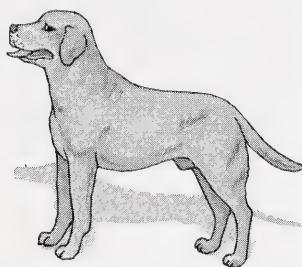
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# Day 6 We Belong Together Cards

Have your student cut out the cards and read the name for each animal.

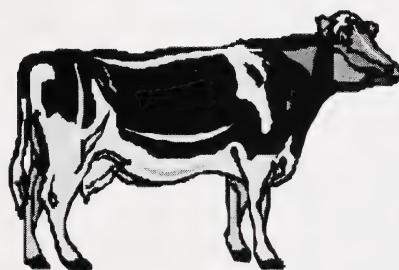
dog



puppy



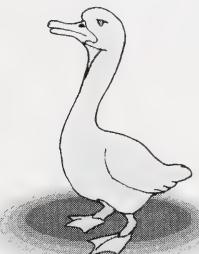
cow



calf



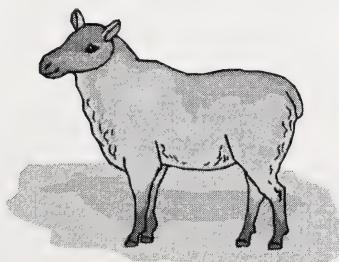
duck



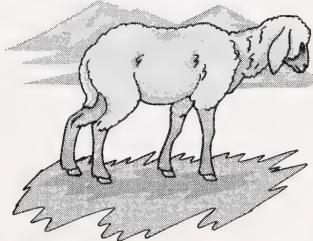
duckling



sheep



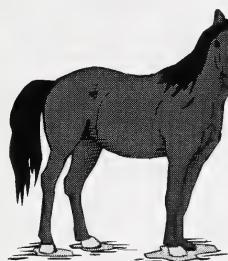
lamb





# Day 6 We Belong Together Cards

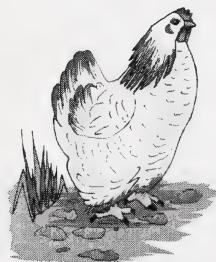
horse



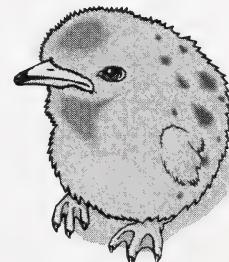
colt



chicken



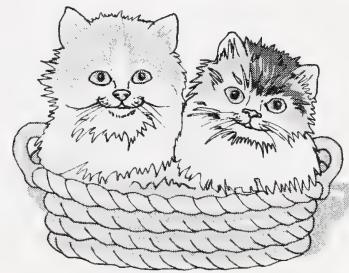
chick



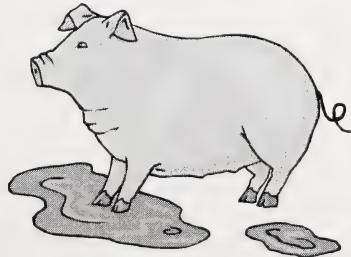
cat



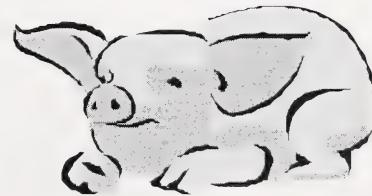
kitten



pig



piglet

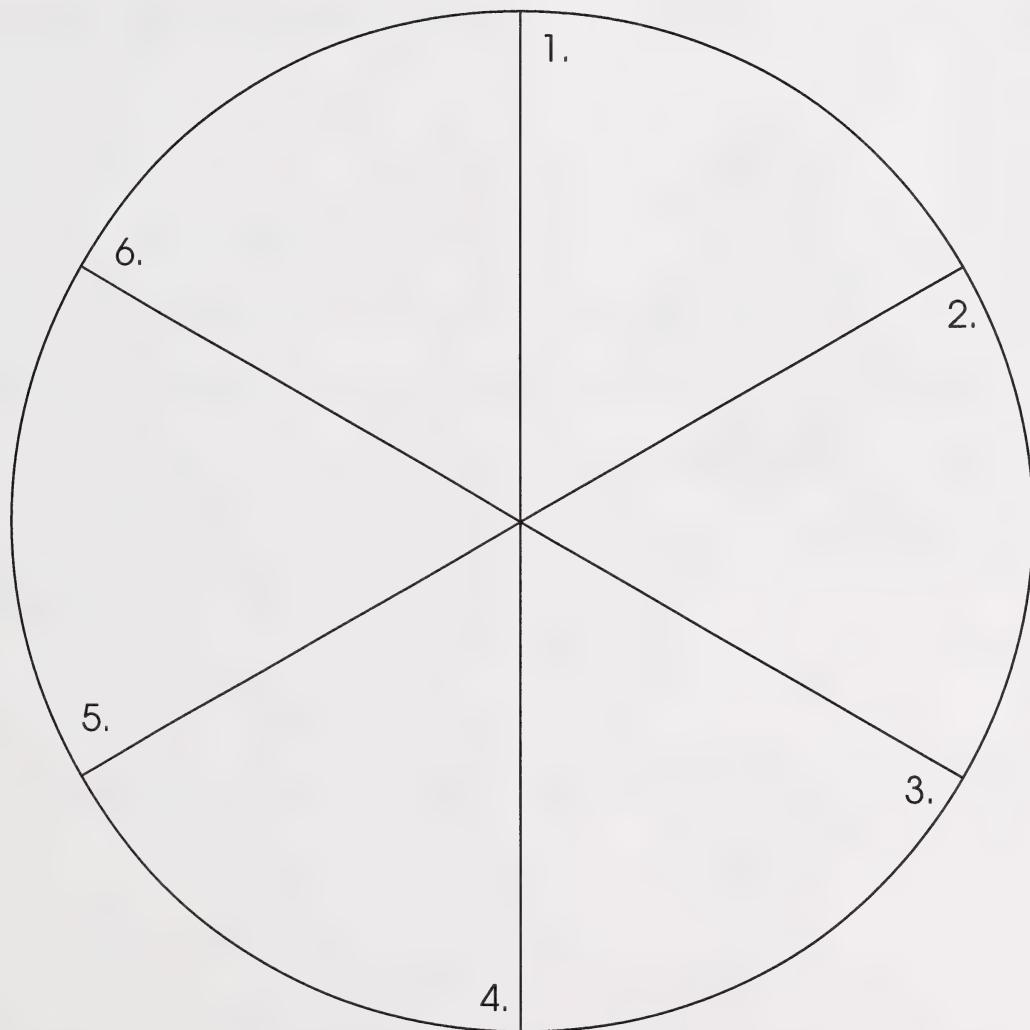




# Day 6

# Story Pie

Write each story event on the pie, beginning with number 1 for the first event.



# Day 6

# Learning Log

## Home Instructor's Comments

What have you observed about your student's decision-making ability? Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• selects tools and techniques in art
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• selects a Music and Movement activity
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• chooses reading materials
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• chooses items for Sharing Time
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• makes decisions with confidence
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• makes decisions without being prompted

Use this space for questions or other comments you may have about your student's development.

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## Student's Thoughts

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# Day 8 Searching for Signs Sheet A

Remove this and the following Information Sheets to take with you on your search. Check off any of the items you find.

## What will you be looking for?

- tracks and trails
- homes
  - nests
  - signs of digging
  - holes
  - mounds
- sheddings
  - hair
  - bones
  - feathers
  - droppings
- signs of eating
  - nibbles or scratch marks on trees
  - partly eaten food
  - surplus stores of food



Remember to use your sense of smell and hearing, too, to tell if animals are nearby.

## Other Observations

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# Day 8 Searching for Signs Sheet A

## Where will you look?

Look up, down, and under things. Look for insects

- in shrubs and trees
- in rotting logs
- under rocks
- in leaf litter
- attached to buildings

If you lift stones or logs, always set them back as you found them. The insects need them for protection and warmth.

## Other Observations

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# Day 8 Searching for Signs Sheet B

Be watching for spider webs and note their location. You'll need to know this for another day's activity.

## Are you looking for signs of wild animals?

Not necessarily. Watch for signs that pets and humans are nearby. Discuss the following:

- footprints
- tire tracks
- litter
- personal belongings
- any evidence of humans in your area



## Other Observations

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## What do you need to know about bird tracks?

You can figure out the kind of bird by looking at its tracks.

- Birds that spend most of their time in water, such as ducks and geese, have webbed feet.
- Birds that spend considerable time on the ground, such as pigeons and starlings, walk just as we do and their tracks are one after the other.

# Day 8 Searching for Signs Sheet B

Birds that spend most of their time in trees, such as sparrows and finches, leave little hopping marks on the ground.

Can you find and identify bird tracks?



## Other Observations



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# Day 8

# Learning Log

## Home Instructor's Comments

What have you noticed about your student's attitude, effort, and participation?  
Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is eager to learn new activities
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• enjoys learning about animals
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• willingly participates in physical activity
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• willingly undertakes "desk work"
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• likes to express what he or she already knows
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• asks for and accepts help when it is needed

Use this space for questions you may have or other comments about your child's development.

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## Student's Thoughts

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# Day 9 Getting Ready for Winter

Match up the following animals and their winter activities in the chart below. Print the name of each animal in the left column. Then draw the animal and print the correct winter activity in the right column.

- bear
- snowshoe hare

- change colour
- hibernate

Name of Animal	Picture of Animal and the Activity
<hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/>	

# **Grade One Thematic Assignment Booklet 4A**

## **Module 4A: The Wonderful World of Animals**

### **Student Folder Items**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

#### **Day 1-9**

Thematic Assignment Booklet 4A (Ensure that all assignments and Learning Logs are complete.)

#### **Day 1**

*Level A: Modern Curriculum Press Phonics*, page 149  
 web chart of pets

#### **Day 2**

*Level A: Modern Curriculum Press Phonics*, pages 150, 153, and 154  
 Writer's Workshop (comparing days)  
 Project Time (composing)

#### **Day 3**

*Level A: Modern Curriculum Press Phonics*, pages 155, 157, and 158 (Page 156 is optional.)  
 Journal Writing (about a farm)

#### **Day 4**

*Level A: Modern Curriculum Press Phonics*, pages 159, 160, and 161 (Page 162 is optional.)  
 Project Activity (flip chart)

#### **Day 5**

*Level A: Modern Curriculum Press Phonics*, pages 163, 164, and 169  
 Journal Writing

**Day 6**

- Level A: Modern Curriculum Press Phonics*, pages 170, and 171 (Page 172 is optional.)
- photo(s) of Modelling Clay Painting Project Time activity from Day 5 and Day 6

**Day 7**

- Spelling (writing sentences)
- Level A: Modern Curriculum Press Phonics*, pages 173 and 174
- Enrichment (optional)
- Project Time activity (Night Vision or Cat's Eyes)

**Day 8**

- Level A: Modern Curriculum Press Phonics*, pages 175 and 176
- Searching for Signs (Sheets A and B)
- Journal Writing (report about searching for signs)

**Day 9**

- Level A: Modern Curriculum Press Phonics*, pages 177 and 178
- audio or video recording of child's storytelling (optional)

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